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| ***Teacher: Hollis Mallory*** | | | ***Subject: ENG 101-Dual Credit*** | | | | ***Grade: 12*** |
| ***Learning Goals: Foster the general understanding of Symbols. Promote development of critical thinking skills.*** | | | | | | | |
| ***Standards SCELA/Common Core*** | **Daily Grade Activities and Discussion Postings adhere to the following standards:**  [CCSS.ELA-LITERACY.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [CCSS.ELA-LITERACY.L.11-12.2](http://www.corestandards.org/ELA-Literacy/L/11-12/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  [CCSS.ELA-LITERACY.L.11-12.5](http://www.corestandards.org/ELA-Literacy/L/11-12/5/) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  [CCSS.ELA-LITERACY.L.11-12.6](http://www.corestandards.org/ELA-Literacy/L/11-12/6/) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **Classmate Interaction Posts adhere to the following standards:**  [CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  [CCSS.ELA-LITERACY.SL.11-12.1.B](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  [CCSS.ELA-LITERACY.SL.11-12.1.C](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.    [CCSS.ELA-LITERACY.SL.11-12.1.D](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  [CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  **Reading Response and Video Discussion Posts adhere to the following standards:**  [CCSS.ELA-LITERACY.W.11-12.6](http://www.corestandards.org/ELA-Literacy/W/11-12/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  [CCSS.ELA-LITERACY.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | | | | |
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| ***Benchmark(s)*** | **This lesson plan is designed to correspond to work completed in approximately one week of an online ENG-101 course. For the purpose of this lesson plan, the lesson itself is to be considered the first week’s assignments.**  **TSWBAT:**  **\*Respond thoughtfully and intelligently in writing to complex works of fiction, citing textual examples to support claims made, on a digital discussion board designed to facilitate student-to-student as well as student-to-teacher interaction**  **\*Respond thoughtfully and intelligently to ideas presented in video lecture on a digital discussion board designed to facilitate student-to-student as well as student-to-teacher interaction.**  **\*Closely follow lecture video and divine key points and main ideas.**  **\*Demonstrate understanding of main ideas from the lecture by completing the Guided viewing worksheet.**  **\*Relate literary symbols to daily life.** | | | | | | |
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| ***Indicator(s)*** | **The student will:**  **Watch a Video Lecture**  **Complete a Guided Viewing note taking worksheet.**  **Read a work of short fiction.**  **Craft 1 Reading Response discussion post.**  **Respond to the Reading post of another student.**  **Craft 1 Video Lecture discussion post.**  **Respond to the Video lecture post of another student.** | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***   1. ***Explain the concept of the symbol*** 2. ***List several different motifs of fiction*** 3. ***Identify mythological motifs in fiction and archetypes in life*** 4. ***Relate symbols and motifs of fiction to daily life*** | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***  **Have learned about Freitag’s pyramid of plot action in ELA I, about character development and connotation and denotation in ELA II and III, and have been introduced to the concept of symbol and motif, and have been taught archetypes wrong in ELA IV** | | | | ***Accommodations for Diversity (if applicable):***  ***Transcripts of and links to videos will be available for watching at home. All students who need magnifying glasses to understand words will be provided them.*** | | | |
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| ***Instructional Procedures: Mandate the viewing of video lecture and the completion of corresponding Guided Viewing Notes and discussion posts in an online setting.*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  ***The teaching of Jungian archetypes should introduce students to a deeper understanding of symbol. It will also prepare them to acquire literature in a more open-minded and interpretive way.***  ***Reading, and discussion conversation will supplement the lecture. The lesson as a whole is designed to promote critical thinking,*** | | | | | | | |
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| ***Teaching Methods:***   1. ***Video Lecture- which includes PowerPoint and class discussion –PowerPoint to be linked in D2L content*** 2. ***Discussion of the You Tube video will take place digitally in D2L discussion post forum*** 3. ***Required Reading to be completed after completion of Guided Viewing Assignment and class discussion postings.*** 4. ***Discussion post about readings will take place digitally in D2L discussion post forum*** | | | | | | | |
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| ***Student Grouping:  None for this lesson. Online.*** | | | | | ***Interdisciplinary Strategies:***  ***Could teach this concurrently with Psychology or Mythology, if applicable..*** | ***Reading Strategies:***  ***All reading will be done at student’s discretion*** | |
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| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  ***Arthur C. Clarke’s “The Star” available in D2L content*** | | ***Oral Media:***  ***none*** | | ***Visual Media:***  1. Video recordings of lectures available on You Tube channel. PowerPoint presentations and lecture notes available in D2L content.  <https://www.youtube.com/user/Philemon360> | | ***Technology:***  ***Home computers/ computer lab*** | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| ***Opening:***  **Instructions for beginning in the course listed in the Course news page of D2L course shell:**  **“Welcome to ENG 101 Y08, Dual Credit. My name is Hollis Mallory and I am your instructor. Your course syllabus as well as all major assignments are listed in the D2L content. Check this news page daily for course work. Your assignment for the week is to watch the video “Archetypes in Literature” linked here:** [**https://www.youtube.com/user/Philemon360**](https://www.youtube.com/user/Philemon360) **and to fill out the following Guided Reading Activity and submit it to the drop box for a daily grade. After submission of the guided reading, you are required to engage in a discussion post in regard to what you saw in the video. Everyone must post something about the weekly video lecture at least once a week, and respond to the post of another student at least once a week. See syllabus for discussion post guidelines. Once you have posted in the discussion forum you are to read the weekly reading. This week’s reading is Arthur C. Clarke’s “The Star,” which is available in the content. Upon completion of the reading you are required to engage in a discussion post in regard to the reading, and respond to the post of another student.”**  **From “ENG-101-D45 Syllabus”:**  **Assignments:**  **Daily Grade: 5%**  **Video Discussion Posts: 20%**  **Reading Response Posts: 20%**  **Class Interaction Posts: 10%**  **Essay 1-Summary Response: 10%**  **Essay 2-Literary Analysis: 15%**  **Essay 3-Research Essay: 20%**  **All Posts:**  **Students are required to complete 4 posts Per Week (2 Video Discussion posts/ 2 Reading Response Posts):**  **Reading Response/ Video Discussion Post Requirements:**  **Students are required to complete 1 Video Discussion Post and 2 Reading Response Post every week. One discussion post will respond to the weekly video lecture and one discussion post will respond to the weekly reading. These posts are to adhere to MLA format in regard to citation. They are to be polished, professional pieces of work. They should adhere to standard conventions of grammar and usage. They should demonstrate proper punctuation, syntax, and structure. They should be organized and present a well-developed train of thought that demonstrates understanding of the main ideas, key points, or themes of the video or reading being discussed. Discussion posts should be at least 100 words long.**  **Class Interaction Posts:**  **Students are required to complete 2 Class Interaction Posts each week. One will respond to another student’s Video Discussion Post. One will respond to another student’s Reading Response Post. Class Interaction posts should be professional and cordial. They are to be simple responses to the ideas of others. It is all right to disagree with someone, (even me), in any of these posts, as long as you substantiate claims you make with evidence. There is no minimum requirement for response post length.**  **Discussion Posts Grading Schema:**  **Video Discussion Posts:**  **The A discussion post will present a thoughtful understanding of the main ideas from the video lecture, indicated by appropriate use of at least two specific keywords from a pre-ordained list. It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured, and center around a main idea.**  **The B discussion post will present a thoughtful understanding of main ideas from the video lecture, indicated by the appropriate use of at least one key word from a pre-ordained list. It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured and center around a main idea.**  **The C discussion post will present a general understanding of the main ideas from the video lecture. It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and may fall slightly short of length requirements. It will be well structured and center around a main idea.**  **The D discussion post will not present proficient understanding of main ideas from the video lecture, but will adhere to standard conventions of grammar and punctuation. It will contain moderate errors and may not meet length requirements. It will not be well structured but will generally center around a main idea.**  **The F discussion post will not present proficient understanding of main ideas from the video lecture, and will not adhere to standard conventions of grammar and punctuation. It will contain several errors and will not meet length requirements. It will not have a coherent structure and will not center around a main idea.**  **Reading Response Posts:**  **The A discussion post will present a thoughtful understanding of the main ideas from the text, indicated by appropriate use of at least two, properly cited direct quotes. It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured and center around a main idea.**  **The B discussion post will present a thoughtful understanding of main ideas from the text, indicated by the appropriate use at least one properly cited quote. It will adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured and center around a main idea.**  **The C discussion post will present a general understanding of the main ideas from text. It will adhere to standard conventions of grammar and punctuation. It will contain few errors and may fall slightly short of meeting length requirements. It will be well structured and center around a main idea.**  **The D discussion post will not present proficient understanding of main ideas from the text, but will adhere to standard conventions of grammar and punctuation. It will contain moderate errors and may not meet length requirements. It will not be well structured but will generally center around a main idea.**  **The F discussion post will not present proficient understanding of main ideas from the text, and will not adhere to standard conventions of grammar and punctuation. It will contain several errors and will not meet length requirements. It will not be well structured and will not center around a main idea.**  **Class Interaction Posts: Will be graded according to thoughtful completion. If a student thoughtfully responds to another’s post, that student will receive an A/100.**  **Schedule:**  **T 1-9-15 Watch “Archetypes in Literature” video:** [**https://www.youtube.com/user/Philemon360**](https://www.youtube.com/user/Philemon360)  **Complete Guided Viewing Worksheet, D2L content**  **Video Discussion Post/ Class Interaction Post**  **Read Arthur C. Clarke’s “The Star”**  **Reading Response Post/ Class Interaction Post** | | | | | | | |
| ***Main Activities:***  **Watch Video Lecture**  **Complete Guided Viewing Worksheet**  **Complete two lecture discussion posts (1 analysis and 1 response)**  **Complete Reading Assignment**  **Complete two reading discussion posts (1 analysis and 1 response)** | | | | | | | |
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| ***Closing:***  ***Students finish on their own time. If the online course is being conducted in the lab, all students are to remain seated and quiet while working on class assignments. Only if students have completed their weekly assignments, can they engage in work for other classes.*** | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | |
| **Rubrics for Graded Assignments**  **Video Lecture Guided Reading Worksheet: Graded according to completion. A completed and submitted worksheet will receive an A/ 100. (The “answer” portion of this assignment is designed to be subjective and may be open to some interpretation).**  **Video Discussion Posts:**  **The A discussion post will present a thoughtful understanding of the main ideas from the video lecture, indicated by appropriate use of at least two specific keywords from a pre-ordained list (\*these include symbol, motif, archetype, unconscious, content, projection, shadow, animus or anima, self, the treasure hard to attain, the hero’s quest, folklore, and myth). It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured, and center around a main idea.**  **The B discussion post will present a thoughtful understanding of main ideas from the video lecture, indicated by the appropriate use of at least one key word from a pre-ordained list. It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured and center around a main idea.**  **The C discussion post will present a general understanding of the main ideas from the video lecture. It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and may fall slightly short of length requirements. It will be well structured and center around a main idea.**  **The D discussion post will not present proficient understanding of main ideas from the video lecture, but will adhere to standard conventions of grammar and punctuation. It will contain moderate errors and may not meet length requirements. It will not be well structured but will generally center around a main idea.**  **The F discussion post will not present proficient understanding of main ideas from the video lecture, and will not adhere to standard conventions of grammar and punctuation. It will contain several errors and will not meet length requirements. It will not have a coherent structure and will not center around a main idea.**  **Reading Response Posts:**  **The A discussion post will present a thoughtful understanding of the main ideas from the text, indicated by appropriate use of at least two, properly cited direct quotes. It will also adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured and center around a main idea.**  **The B discussion post will present a thoughtful understanding of main ideas from the text, indicated by the appropriate use at least one properly cited quote. It will adhere to standard conventions of grammar and punctuation. It will contain few errors and meet length requirements. It will be well structured and center around a main idea.**  **The C discussion post will present a general understanding of the main ideas from text. It will adhere to standard conventions of grammar and punctuation. It will contain few errors and may fall slightly short of meeting length requirements. It will be well structured and center around a main idea.**  **The D discussion post will not present proficient understanding of main ideas from the text, but will adhere to standard conventions of grammar and punctuation. It will contain moderate errors and may not meet length requirements. It will not be well structured but will generally center around a main idea.**  **The F discussion post will not present proficient understanding of main ideas from the text, and will not adhere to standard conventions of grammar and punctuation. It will contain several errors and will not meet length requirements. It will not be well structured and will not center around a main idea.**  **Class Interaction Posts: Will be graded according to thoughtful completion. If a student thoughtfully responds to another’s post, that student will receive an A/100.** | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
| **Accommodations will be made as need arises. Transcripts of all videos and copies of PowerPoint presentations will be available in D2L content.** | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
| **In the future I plan to spruce up my video lectures a bit. I like the idea of inserting screenshots of my PowerPoint slides in empty space on the screen. I might try to also insert some text bubbles with relevant facts, like on Pop-Up video. I might also try to overlay relevant imagery over some of the video, and may superimpose the transcript of my words on the screen.** | | | | | | | |
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